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ABSTRACT

Art instruction in Iowa schools lacks cohesiveness and continuity. This may be due in part to the state government's commitment to local autonomy. The Iowa Department of Education does not mandate what schools must do; it only suggests and encourages. In 1986, the department published a five-year plan for the achievement of educational goals, including a guide to curriculum development in the arts. The Iowa Arts Council saw an opportunity to blend its objective, to promote the practice and appreciation of the arts, with this five-year plan and new arts curriculum. The result was the Arts in Schools Basic Education Grant (AISBEG). The objectives of the project include: (1) providing comprehensive sequential arts curriculum for grades K-12 in visual art, music, dance, and theater and for these disciplines to be infused into the school's traditional academic curricula; (2) utilizing a wide variety of community arts resources to enhance arts education; and (3) emphasizing the development of cross-curricular, interdisciplinary, multicultural, non-sexist experiences, and global and career education, as well as learning for all students. The progress of this project is noted, and the plans that have been developed are outlined. Appendices provide excerpts from the Department of Education's five-year plan and from the new standards for Iowa schools as well as a directory of people involved in the AISBEG project. (JB)

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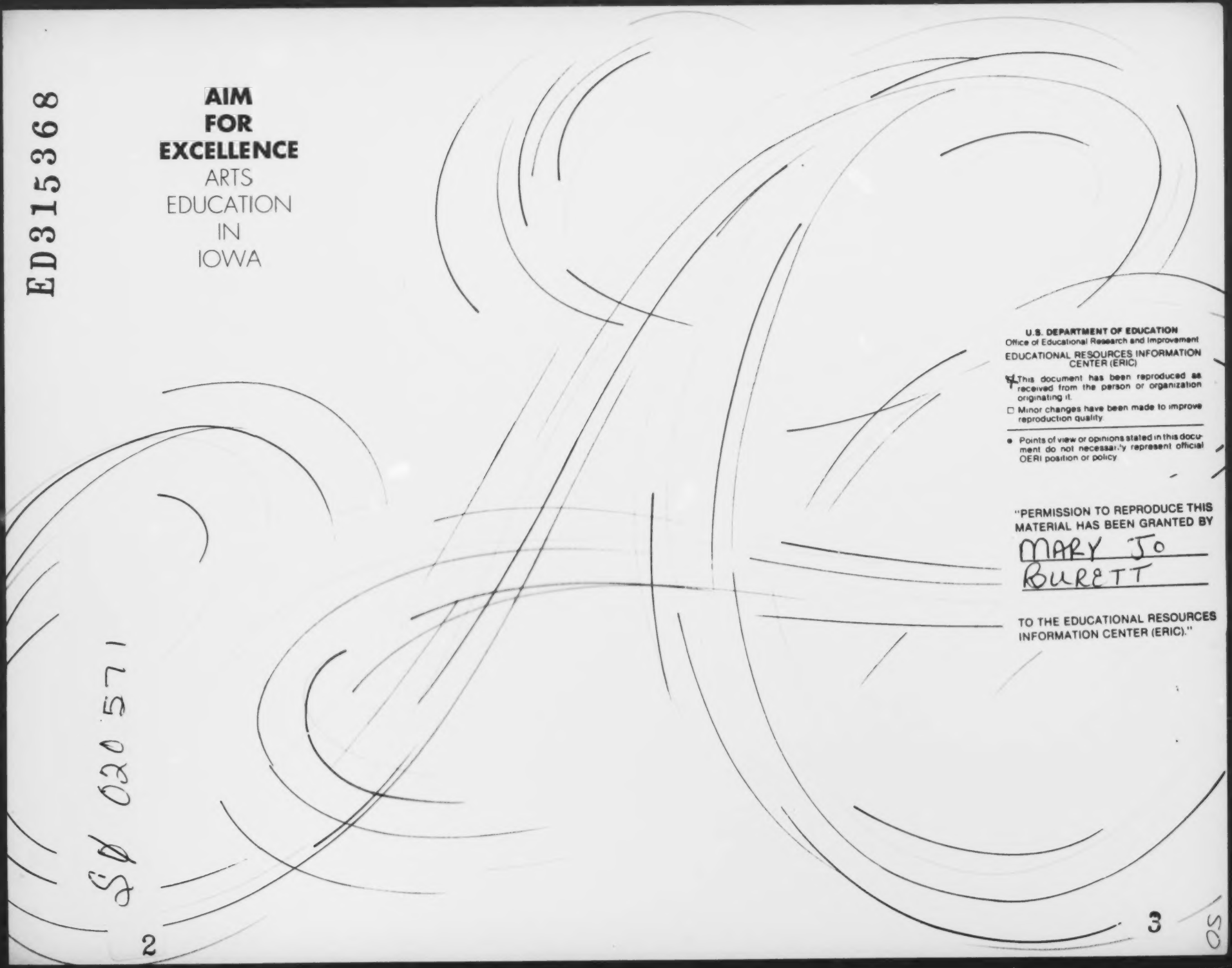
AIM FOR EXCELLENCE
ARTS EDUCATION IN IOWA



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AIM FOR EXCELLENCE

A Plan for Making Arts Education Basic In Iowa

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Iowa Department of Education

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Department of Education
Grimes State Office Building
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Editors: Karen Downing and Rita Penney
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PREAMBLE

A high quality education for Iowa's young people must include the learning of skills that will enable them to become vital, productive individuals in society. An education in the arts provides valuable experiences for formulating these skills and leads to critical thinking, the ability to comprehend concepts, and to solve problems creatively. Music, dance, theater, and art disciplines are not only vehicles for a quality education, but are crucial to wholistic learning for people of all ages and abilities. One of the Iowa Department of Education's primary goals for students is, "To perceive, judge, and value critical expressions of humankind and develop skills for personal expression and communication through the arts."

Through collaborative planning by this agency and the Iowa Arts Council, the commitment of arts and education professionals, and the support of parents, the dream to make arts education basic in Iowa has become a reality.

William L. Lepley, Ed. D.
Director, Iowa Department of Education

The arts have been described as one of our most essential forms of language which contain the essence of our civility, our culture and our humanity. Through the participation and cooperative support of literally hundreds of the state's educators, artists, arts organizations, and citizens coupled with the endorsement of the Governor of Iowa, Terry E. Branstad, and the Iowa Legislature, and the partnership of the Department of Education, the plan outlined in the following pages is not only a culmination of an exciting exploratory process, but also the commencement of a new era of excellence in the arts education for the state of Iowa. The Iowa Arts Council is grateful for those who demonstrated their encouragement and expertise to the project and to the Governor, Iowa Legislature and the National Endowment for the Arts who endorsed the worthiness of this endeavor through their financial support. We sincerely hope the results of these efforts will further ready young Iowans to meet the challenges of the future by acquiring the skills and experiences implicit in the arts offered through a stimulating learning environment.

Natalie A. Hala
Executive Director
Iowa Arts Council
A division of the Department of
Cultural Affairs

The Arts in Schools Basic Education Grant project has given new life to arts education in Iowa. It has been a catalyst for evaluating the status of arts education, brought a recognition and commitment to the necessary unification of all arts education advocates, and shared the vision of quality and excellence in arts education through a bridge with the leadership of this state.

The time, commitment, and dedication given by hundreds of arts education leaders throughout the state is to be commended and applauded. These individuals have given more than commitment of their own philosophy; they have shared, encouraged, and dedicated themselves to the on-going process of planning, implementing, and evaluating the proposed projects.

Through this process, we have solidified the long-recognized need for the arts to be a basic part of our children's educational process. The benefits of a quality arts education, integrated within the traditional basic academics, is substantiated universally. The opportunities and rewards for participation in the arts are life-long, but must be molded and nurtured within the school setting.

The document *Toward Civilization* has provided the nation with the results of arts education in the past. It is not a pretty story. In summary, the document states that we are a culturally illiterate society. Our children are not receiving adequate education in the arts and this will affect our current and future society and culture.

In Iowa, we realize the necessity of a partnership between arts in the art classroom and arts utilized across the curriculum. We recognize the need for a comprehensive and sequential arts curriculum from pre-school through graduation. The components of such a curriculum would include not only the products of arts, but emphasis on the process, the history, and the ability to critique. However, for Iowa students to truly internalize the benefits of the arts, they must be shown their natural ability to blend and complement in all phases of education.

The plans that have unfolded during this process are exciting, as well as somewhat overwhelming. We recognize that. We have a three-year plan, but to meet the goals which have been set, this project will continue for many years to come. We recognize the limitations that will be encountered, but we celebrate the challenges and opportunities of this project.

You are encouraged to be involved. Whether an administrator, teacher, arts specialist, artist, parent, community arts leader, legislator, or business person, your efforts and support are needed. Join us and share our vision for arts education in Iowa.

Kay A. Swan
Director of Art Education
Iowa Arts Council

Mary Beth Schroeder
Consultant
Arts Education
Iowa Department of Education

PARTNERSHIP

The discovery of a need for stronger basic arts education in Iowa schools prompted a partnership between the Iowa Arts Council and the Department of Education. A 1987 survey conducted for the Iowa Arts Council showed less than half of the Iowans surveyed were satisfied with the emphasis on visual arts and dance and slightly more than half were satisfied with the emphasis on music. Despite the perceived lack of emphasis, Iowans agreed that the arts made a valuable contribution to their schools and communities.

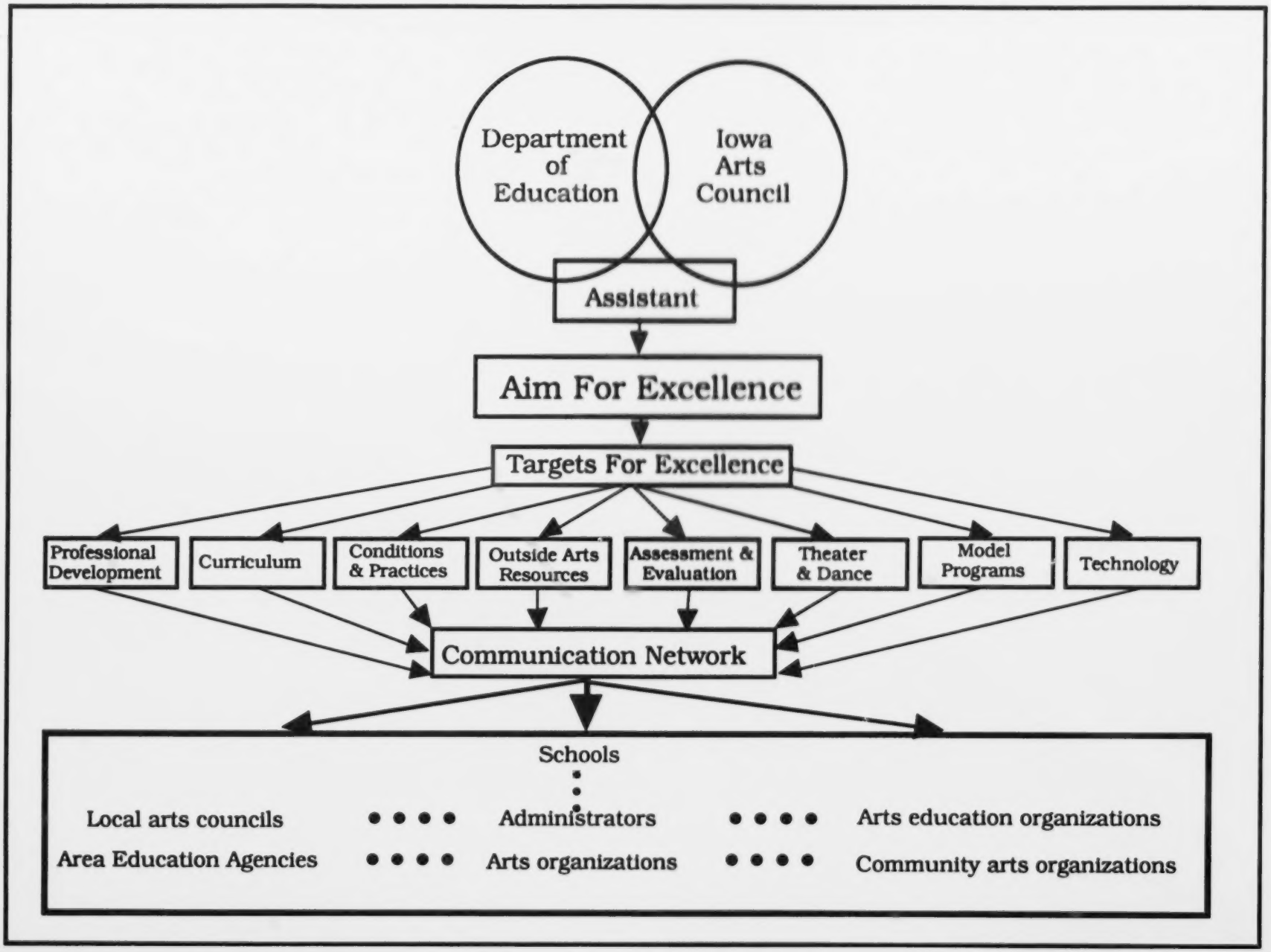
Further inspiration came from the Department of Education itself. One of the twelve goals for students in the Department of Education's five year plan to achieve excellence in education states, **"To perceive, judge, and value cultural expressions of humankind and develop skills for personal expression and communication through the arts."** (See Appendix A.)

With these concerns in mind, the task at hand seemed clear: to define what a student in Iowa schools will be able to access in the arts and to ready young Iowans to meet the exciting and demanding times that lie ahead through the skills implicit in creative thinking through the arts.

The Iowa Arts Council and the Department of Education facilitated cooperative efforts among state legislators, art educators, and professional arts organizations to produce a plan to meet the goal of improved basic art education.

A new funding program from the National Endowment for the Arts initiated acquisition of new state dollars specifically for a grass roots effort to identify needs and develop strategies.

The following flow chart defines the path to excellence in arts education that the Department of Education and the Iowa Arts Council are pursuing.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Assessment & Evaluation
Theater & Dance
Model Programs
Technology
Communication Network
Schools
Local arts councils
Area Education Agencies
Administrators
Arts organizations
Arts education organizations
Community arts organizations

PURPOSE

Despite the value Iowans place on the arts, its instruction in the schools lacks cohesiveness and continuity. This may be due, in part, to the state government's commitment to local autonomy. Because of this and the wide range of school sizes, the Iowa Department of Education (DE) does not mandate what schools must do; it only suggests and encourages. The DE does require curriculum in the arts, but course offerings vary widely from school district to school district. The study of art and music are required only of students in grades 1-6. In the higher grades, art and music instruction must be offered as an optional course. Also, no specialization in art or music is required of those who teach these content areas in the elementary school.

The arts have not been the only area of educational concern in Iowa. In 1985, the Iowa Legislature mandated that the DE develop and adopt a five-year plan for the achievement of educational goals. In response, the State Board of Education invited representatives of 13 educational and lay constitutencies to join them in forming "The Five Year State Plan Task Force." After much deliberation and debate, the Task Force released a final copy of their plan in August, 1986. Twelve student goals were established as the basis for this plan. One of the goals speaks directly to a particular content area, the arts.

In an effort to facilitate educational excellence, the DE has redefined state educational standards. (See Appendix B for *Excerpts from New Standards for Iowa Schools: Guidelines for Interpretation.*) Increased arts instruction is required for accreditation under these new standards. Now, three units of study in the fine arts (dance, music, theater, or visual arts) are recommended for students grades 9-12. Also, the study of music and visual art must be offered for students in grades 7-8.

During this same time, six coordinating committees, operating under the auspices of the DE, were meeting regularly and developing curriculum guides in art, music, dance, and theater. *The Guide to Curriculum Development in the Arts*, which presents a sequential approach to arts education, is to serve

as a model for the development of school curricula. In an effort to facilitate planning and implementation of the arts education as basic in the school curriculum, the DE has made this guide available to school districts throughout the state through their local area education agencies. (See Appendix C for map.)

A Guide to Curriculum Development in the Arts covers the four distinct disciplines: visual art, dance, music, and theater. A basic premise of the guide is that arts education should begin in early years and continue throughout life; that arts instruction should be comprehensive, sequential, and consider the developmental needs of all students. This publication is designed to help districts enhance and build upon their current local curriculum.

The DE was not alone in its concern for arts education in Iowa. The Iowa Arts Council (IAC) has supported arts education in Iowa through the Artists in the Schools/ Communities Program since the early 1970s. The intent of this program is to bring the highest caliber of professional artists to Iowa schools and communities and to encourage the understanding and appreciation of the arts. Since the early 1970s, demand for this program has outgrown funding by approximately 30 percent.

The IAC saw an opportunity to blend its objective, to promote the practice and appreciation of the arts, with the Board of Education's five-year plan for quality education in Iowa and the DE's new arts curriculum. This blending resulted in the project known as AISBEG, Arts in Schools Basic Education Grant.

Objectives of the AISBEG project include

- Providing comprehensive sequential arts curriculum for grades K-12 in visual art, music,dance, and theater and for these disciplines to be infused into the school's traditional academic curricula. (Although the AISBEG project recognizes creative writing/literature as an art form, it is not included as a major arts discipline in this project due to the fact that it is already recognized as basic to education.)

- Utilizing a wide variety of community arts resources to enhance arts education and to become an intergal part of a much-needed communication network in the arts, statewide.

- Emphasizing the development of cross-curricular, interdisciplinary, multi-cultural, non-sexist experiences, and global and career education, as well as learning for all students. Included are students with physical and/or mental disabilities, rural populations, children identified as "at risk," and talented and gifted.

PROGRESS

The Iowa Arts Council and the Department of Education began preparation for the development of the Iowa Arts in Schools Basic Education Grant in May 1988. After extensive study and consultation with arts educators, arts organizations, and Iowa educators, this plan, *Aim for Excellence*, was created.

The process undertaken was executed in five basic steps:

First Step - A needs assessment was done to identify issues pertinent to arts education. Educators and arts organizations were asked to prepare strategy papers for the DE and the IAC.

Second Step - Issues identified through the needs assessment were disseminated to Iowa arts and arts education leaders for changes and additions.

Ten critical issues resulted from this:

- FUNDING
  How can funding be maintained and increased for arts programs in Iowa schools?

- ASSESSMENT AND EVALUATION
  How can uniform guidelines and methodologies be developed and implemented to insure educationally sound and artistically valid assessment and evaluation of arts programs, teachers, and students?

- OUTSIDE ARTS RESOURCES
  How can outside arts resources (state, private, community) be more effectively integrated into arts curricula?

- TECHNOLOGY
  How can current research findings and appropriate technological developments be more actively integrated into arts education curricula?

- SPECIAL POPULATIONS
  How can traditionally unserved and underdeserved populations (students with physical and/or mental disabilities, rural populations, children identified as "at risk," talented and gifted) be insured ac-

cess to quality for arts programs?
How can we foster, facilitate, and improve arts programs to meet the needs of the artistically gifted child in a wide diversity of social and learning enviroments?

- CONTENT AND DELIVERY OF CURRICULA
  What steps need to be taken to insure that arts teachers, administrators, school boards, and others involved with education in Iowa are knowledgable about the state arts curriculum guidelines and have incorporated the major goals into their arts programs? The goals of the various art curricula include the study and use of the creative process (perceiving, creating, responding, and producing or performing) as well as instruction in unique content objectives within each discipline (historical/cultural perspectives, aesthetics, critical analysis, design, technique, etc) and improved in the following areas:
  a) teacher in-service
  b) implementation of new state standards
  c) integration into present curricula

- MODEL PROGRAMS
  Recognizing the diversity of populations, administrations, and philosophies in Iowa's school districts, how can we:
  a) identify or develop "model" programs in the arts
  b) create consistent program quality and accessibility
  c) provide a means for dissemination of information about these programs to school districts throughout Iowa

- THEATER AND DANCE
  What can be done to insure that theater and dance are recognized as arts disciplines basic to arts programs at the elementary and secondary level, and to insure that financial and professional support are available to develop and implement curricular programs in these disciplines?

- EDUCATION
  What steps must be taken to insure that **all** pre-service education programs for classroom teachers, as well as arts teachers, include adequate preparation in arts education?
  How might arts education be included in the educational preparation of school administrators and service professionals?
  How might on-going professional development in arts education be encouraged, enhanced, and supported for all certified teachers?
  How can we establish and/or improve the link between public/private schools and institutions of higher learning?

- IMPROVEMENT OF CONDITIONS AND PRACTICES
  What needs to be done in order to obtain actual conditions and practices in Iowa's schools that would facilitate the implementation of the new state standards? This would include: time for arts in the school day, adequate facilities and personnel, student-teacher ratios, materials, etc.
  What steps need to be taken to insure that all current and future students will be culturally literate?
  How would the addition of a fine arts requirement at either the high school graduation or college entry level affect the quality and diversity of arts education?

Third Step - These issues were then sent to additional arts and education professionals who developed position papers. Each position paper discussed

- current status of the issue in the state
- how the issue should be dealt with in the next two years
- how the issue should be dealt with on a long-term basis
- the role of each of the following in making the arts basic in Iowa: arts education associations, arts education teachers, colleges and universities, DE, area education agencies, administrators, arts organizations in the community, state and local arts councils, and parent and community organizations. (See Appendix D for comprehensive list.)

Compilation of information from these position papers indicates that although a rich pool of resources for improving arts education exists, their utilization is hampered by a lack of identification and communication. Thus, a networking system among schools, state and local agencies, and outside arts resources is a necessity to allow for this continuous flow of information.

Another key finding is that an obvious absence of dance and theater arts education exists in Iowa. Although both of these areas are encouraged in the curriculum, instruction in dance is most often provided by the physical education teacher and in theater, it is provided by the English teacher.

Fourth Step - The position papers were read and compiled by five overview writers representing dance, theater, music, visual arts, and outside arts resources. (For list of overview writers, see Appendix E.) Their report was disseminated state-wide with invitations to participate in a unique working consortium for arts education in Iowa called Convergence '89. Over 70 of Iowa's arts and arts education leaders were gathered for a day-long session to identify goals and implementation strategies for each of the ten issue areas. These goals and strategies were then shared with the entire group. Convergence '89 was sponsored by the IAC, DE, and the National Endowment for the Arts.

Fifth Step - The five overview writers met twice following the Convergence with the state arts agency director of arts education and the arts consultant of the DE. Based on comments from Convergence '89 and previous study, this project, *Aim for Excellence*, was developed.

Throughout this five step process, special consideration was given to including representatives of Iowa's rural, cultural, ethnic, special populations, and children at risk. Efforts were made to develop strategies that enable schools in rural, more isolated parts of the state to receive quality arts education programs. These include outreach programs through museums and art centers, touring performers, and extended residencies in the arts.

In order for arts to become a basic part of education in Iowa, there must be a recognition of and focus on the need for not only a comprehensive, sequential arts curriculum for K-12 in all disciplines, but also, an infusion of the arts in "traditional" academic curricula and an extended emphasis within these two areas on providing cross-curricular, interdisciplinary, global and career education, and multi-cultural, non-sexist experiences.

To make the arts basic in Iowa, the following needs have been identified as priorities:

- Steps must be identified and taken to insure that all current and future students will be culturally literate.
- Funding must be maintained and increased for arts programs in Iowa schools.
- Current research findings and appropriate technological developments must be actively integrated into arts programs in Iowa schools.

- Traditionally unserved and underserved populations must be insured access to quality arts programs.
- The needs of the artistically gifted child must be fostered and improved in a wide diversity of social and learning enviroments.
- Steps must be taken to insure that arts teachers, administrators, school boards, and others involved with education in Iowa are knowledgable about the state arts curriculum guidelines and have incorporated the major goals into their arts programs.
- The use of the state guide for curriculum in the arts must be improved in the following areas: teacher in-service, implementation of new state standards, and integration into present curricula.
- The diversity of populations, administrations, and philosophies in Iowa's school districts must be recognized and provided for in the following ways: the identification and development of "model" programs in the arts, consistent program quality and accessibility and a means for dissemination of information to school districts throughout Iowa.
- Theater and dance must be recognized as arts disciplines basic to arts programs at the elementary and secondary level and financial and professional support must be available to develop and implement curricular programs in these disciplines.
- All pre-service education programs for classroom teachers, as well as art teachers, must include adequate preparation in arts education.
- Arts education must be included in the educational preparation of school administrators and service professionals.
- On-going professional development in arts education must be encouraged, enhanced, and supported for all certified teachers.
- A communication link must be established and/or improved between public/private schools and institutions of higher learning.
- Conditions and practices in Iowa's schools must be obtained that would facilitate the implementation of new state standards. This would in clude: time for the arts in the school day, adequate facilities and personnel, student-teacher ratios, materials, etc.
- The addition of a fine arts requirement at either the high school graduation and/or college entry level must be considered.

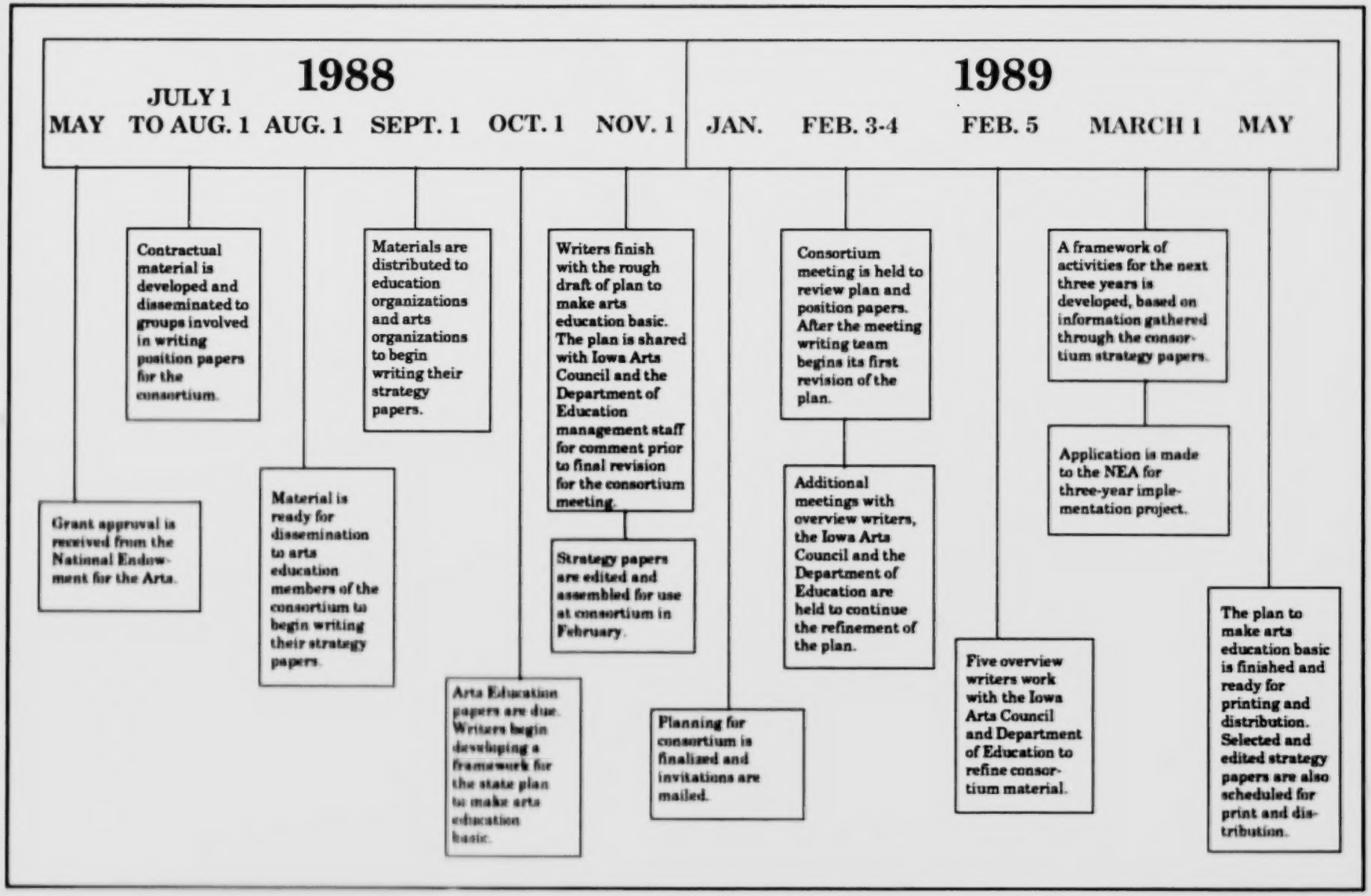
These specific needs and priorities will be met through a variety of methods addressed in the arts basic plan as defined in the goals and objectives. While the majority of these will be carried out by groups (task forces, teams) and individuals (consultants, parents, community leaders), the entire plan will be supervised and administered by the director of arts education for the IAC, and by the arts education consultant for the DE. The representative of the state arts agency has direct contact with arts organizations (museums, ballet, symphony, opera, etc.) and works with the schools through agency-sponsored programs with artists, touring arts groups, and short and long term residencies. The structure of the DE provides the arts education consultant with avenues for teacher in-service and pre-service, college and university arts education contacts, curriculum development, and more. Both agencies have on-going working relationships with the area education agencies in the state.

With all of the identified needs and priorities, the strength of the planning grant was the ability to bring together all of the various factions representing the arts and arts education in Iowa, for an unprecedented, spirited, and focused dialogue about how everyone working in a coalition can provide the students of Iowa with quality arts education that is considered basic to their lives and culture. Through the AISBEG implementation project, the IAC in

partnership with DE, can provide the catalyst to implement these identified needs and priorities. The professional arts and arts education organizations have been instrumental in their support and participation in this project and have dedicated themselves to the development of an alliance for arts and arts education in the state which would provide support for this process. The role of the Alliance would be in assisting with information dissemination and advocacy.

The artists, arts organizations, and community and state arts institutions and professional companies have also identified their eagerness to be an active part of the continuing process of information development, planning, and implementation.

PASSAGES


1988
1989
MAY
JULY 1 TO AUG. 1
AUG. 1
SEPT. 1
OCT. 1
NOV. 1
JAN.
FEB. 3-4
FEB. 5
MARCH 1
MAY
Grant approval is received from the National Endowment for the Arts.
Contractual material is developed and disseminated to groups involved in writing position papers for the consortium.
Material is ready for dissemination to arts education members of the consortium to begin writing their strategy papers.
Materials are distributed to education organizations and arts organizations to begin writing their strategy papers.
Arts Education papers are due. Writers begin developing a framework for the state plan to make arts education basic.
Writers finish with the rough draft of plan to make arts education basic. The plan is shared with Iowa Arts Council and the Department of Education management staff for comment prior to final revision for the consortium meeting.
Strategy papers are edited and assembled for use at consortium in February.
Planning for consortium is finalized and invitations are mailed.
Consortium meeting is held to review plan and position papers. After the meeting writing team begins its first revision of the plan.
Additional meetings with overview writers, the Iowa Arts Council and the Department of Education are held to continue the refinement of the plan.
Five overview writers work with the Iowa Arts Council and Department of Education to refine consortium material.
A framework of activities for the next three years is developed, based on information gathered through the consortium strategy papers.
Application is made to the NEA for three-year implementation project.
The plan to make arts education basic is finished and ready for printing and distribution. Selected and edited strategy papers are also scheduled for print and distribution.

PEOPLE

To reach the goal of making arts basic in Iowa, extensive planning will be necessary. A Task Force and Planning Teams, in conjunction with the IAC and the DE, will work together to develop and implement activities designed to foster educational excellence in the arts.

TASK FORCE

A Task Force will be formed with representation for arts, arts education, administrators, community arts organizations, artists, parents and community leaders, etc., to meet bi-monthly with the goal of coordinating the on-going planning and continual evaluation of the project.

PLANNING TEAMS

Planning Teams will be established for each of the seven target areas including curriculum, conditions and practices, outside arts resources, assessment and evaluation, dance and theater, model programs, and technology. These teams with diverse representation will focus on specific action steps identified in the AISBEG planning process. Each team will continue research and information compilation within their specified area, identify guidelines, review criteria, selection, etc., for proposed programs or grants. Each team will evaluate the specific activities relative to their areas. Methods will include observation, group critiques, and written assessment by teachers, administrators, parents, and community groups.

PLANS

To fulfill the needs identified in the planning process, the following plan of specific activities has been created. The planned activities will involve participation and resources of the arts, art education, and education communities through

1. targeting the activities in area education agencies, community colleges or community arts institutions, and during professional arts education conferences.

2. integrating the efforts of the Planning Teams, Task Force, local artists, arts specialists, classroom teachers, administrators, parents, community members, professional arts organization representatives, and regional consultants of the area education agencies as well as staff from the DE, the IAC, and the Iowans for Arts Education.

Through the position papers and identified strategies for implementation, the needs of Iowa's diverse populations are being addressed. By utilizing the Very Special Arts Iowa program, involving artists representing cultural diversity, and integrating the planning teams, this diversity will continue to be addressed. Specific action targets for these populations include the networking with the Bureau of Special Education and the state education consultant for the talented and gifted, as well as Very Special Arts Iowa and the Iowa Talented and Gifted Association.

PLANS

PRIORITIZED NEEDS	YEARS 1	2	3	ACTIVITIES
1. Continuing Information Development	●	●	●	Task force and planning teams meet
	●	●	●	Annual conference held
	●			Project assistant hired
2. Communication Network	●	●	●	Computerized network created
	●	●	●	Computerized bulletin developed
	●	●	●	Publications, newsletter, etc. published
	●	●		Develop, print, and disseminate resource book
	●	●	●	Existing networks linked
3. Conditions and Practices	●	●	●	Recommendations implemented through teams, associations, and departmental collaborations
4. Continuing Professional Development	●			16 in-services for administrators
	●			Four state conference presentations
		●	●	Regional teacher in-service workshops in arts, dance, theater
			●	Workshops for pre-service providers
			●	Workshops for pre-kindergarten providers
5. Dance and Theater	●			Develop curriculum K-6
		●		Develop curriculum 7-12
		●		Implement training K-6
			●	Implement training 7-12
6. Curriculum Development	●	●		Develop for Pre-Kindergarten
		●		Develop for Pre-service classes
	●	●	●	Develop and implement for dance and theater
		●		Develop curriculum coordinated activities for rural populations by outside arts resource
	●			Reprinting and dissemination of state arts curriculum guide
			●	Evaluation and possible reformatting of state guide
7. Funding	●	●	●	Advocacy for funding increased through communication network (i.e., school budgets
		●	●	Assessment Research grants program developed

PRIORITIZED NEEDS	YEARS 1	2	3	ACTIVITIES
7. Funding (cont.)			●	Granting program from outside arts resources
		●		Granting program for model programs developed
			●	Award model program grants
8. Outside Arts Resources	●	●	●	Expand existing IAC/outside arts resources programs
	●	●	●	Instructional training for artists in the schools
	●	●	●	Utilize communication network for information dissemination
	●	●	●	Provide site visits and regional accessibility conferences for outside arts resources
9. Assessment and Evaluation	●	●	●	On-going research in assessment and evaluation by planning teams and task force
	●			Out of state consultant to work with teams
		●	●	Assessment Research Grants program
	●	●	●	Utilization of data from 1988-89 state survey
			●	State-wide arts education survey
10. Technology	●	●	●	On-going communication network established
	●	●	●	Networking with existing communication systems
	●			Planning team research and visit model sites
		●		Technology Fair
			●	Granting program for outside arts resources to utilize technological advances to reach rural populations (i.e., fiber optics)
11. Model Programs	●			Planning team will identify attributes of quality model site
	●	●		Travel to model program sites
		●	●	Granting program for model sites

Specific activities have been charted for the next three years, but the thrust of the AISBEG project must go beyond that time frame. The following list of long-range plans will be crucial in maintaining a strong, basic arts curriculum in Iowa schools:

- **A computerized communication network** that will be accessible for each of the 433 school districts with linkages to nationally based networks, museum gallery exhibits, performing arts companies, etc.
- **An annual conference** based on specific topics will be held for arts education professionals in the state.
- **The addition of specific pre-service requirements** in the arts for all education majors at the undergraduate level for the three state universities, with recommendations for private institutions.
- **The dissemination of a resource book** to all schools and arts organizations detailing all state arts programs in the community and the non-public school system.
- **The designation of a contact person** for arts education at each area education agency state-wide.
- **The development of a direct working relationship with the director of the Iowans for Arts Education** to strengthen, promote and recommend high quality arts education in Iowa, and to recognize achievements in all arts disciplines.

- **The development and dissemination of a news publication on arts education** as an extension of the alliance and supervised by the Iowa Arts Council and the Department of Education.
- **Future funding sources** specifically for the arts and education programs in Iowa will be developed and sought out.
- **Possible reformatting of *A Guide to Curriculum Development in the Arts*** based on changes and recommendations on the first three years of the arts basic plan.
- **The development of an evaluation of learner outcomes** in order to assess the value of new arts education curriculum changes.
- **The establishment of a summer institute** for students who are talented and gifted in the arts.

Evaluation activities

Constant attention to the evaluation of all activities will be required for the continued success of this project. All future activities will include specific evaluation measures.

The Task Force for Arts Excellence will serve as advisory to this project. Bi-monthly meetings will be held to keep a record of on-going informal evaluation of the components of the state plan to make arts education basic in Iowa. Overall evaluation of the state plan will be done at the annual Convergence Conferences and input will be incorporated within the plans for future programs. Each program team will be required to keep minutes of meetings and written evaluations of programs or activities implemented.

All grant recipients will be required to supply the Iowa Arts Council with a written final report within 30 days following the project. Other documentation needed is specified within each project description.

In the third year of this project, the state-wide survey will again be disseminated and data compiled to provide a comparison evaluation of the status of arts education.

PROMISE

Iowa continues its efforts in making theater, dance, music, and visual art an integral part of it's children's lives. The future of education in this state is one of quality thanks to dedicated professionals who are committed to successful learning experiences that benefit the whole child. It is with this concept in mind that we advance toward our goal.

APPENDICES

Excerpts from A Plan for Quality Education in Iowa
Goals for Students.....Page 22
Excerpts from New Standards for Iowa's Schools
Guidelines for Interpretation.....Page 23
Area Education Agencies Map.....Page 30
"Making Arts Basic in Iowa" Writers.....Page 31

Appendix A

Excerpts from
A PLAN FOR QUALITY EDUCATION IN IOWA
Iowa Department of Education, 1986

GOALS FOR STUDENTS

The State Board of Education has adopted the following students goals as the basis of a quality education in Iowa:

1. To achieve a mastery of the fundamental learning skills and establish personal standards of educational excellence.
2. To understand and believe in oneself; to accept personal responsibility for one's education and development; and to build a system of moral standards and spiritual values which add to a democratic society.
3. To understand and respect ethnic and cultural differences and work effectively with other individuals and groups.
4. To understand and appreciate this country's democratic heritage and acquire the skills, knowledge, understanding, values and attitudes necessary to participate in democratic self-government.
5. To develop understanding of the global nature of society and the interdependence of the world's people.
6. To develop a commitment to lifelong learning.
7. To develop and maintain sound physical and mental health.
8. To perceive, judge, and value cultural expressions of humankind and develop skills for personal expression and communication through the arts.
9. To understand and use technology and its related development.
10. To develop the ability to use personal and public resources wisely.
11. To develop worthy leisure time interests and activities.
12. To develop positive attitudes toward skills for work and appreciation of the social value and dignity of work.

Appendix B

Excerpts from
New Standards for Iowa's Schools
Guidelines for Interpretation

MUSIC

12.5(3h) Elementary program, grades 1-6. Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; and preparing for consuming, performing, or composing.

12.5(4g) Junior high program, grades 7 and 8. Music instruction shall include skills, knowledge, and attitudes and shall include singing and playing music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or a vocation.

112.5(5g2) High school program, grades 9-12. Music instruction shall include skills, knowledge, and attitudes and the singing and playing of music; listening to and using music; reading and writing music; recognizing the value of the world's musical heritage; respecting individual musical aspirations and values; preparing for consuming, performing, or composing; and using music as an avocation or vocation.

COMMENT:

A fundamental goal of music education is to develop student's artistic literacy by providing opportunities to develop knowledge, skills, and attitudes in using music effectively and independently. Learning to recognize the importance and value of music in one's life is another major goal.

DEFINITION OF TERMS:

Attitudes (music). In the suggested state music curriculum, attitudes are defined as musical behaviors. The guide provides a framework for encouraging students to develop respect for all types of music and musical behaviors, and to develop positive self concepts as related to music performance, composing and consumption.

Knowledge (music). The musical concepts that students should experience and understand throughout one's lifetime. Music knowledge divides into two

broad categories: music concepts and historical/cultural concepts. Musical concepts include the categories of: Sound, timbre, rhythm, melody, harmony, form and notation. Historical/cultural concepts include the categories of cultural heritage and contributions and music society.

Skills (music). Observable behaviors reflecting abilities to sing, play, move, create, listen, use, read, and write.

Using music as an avocation or vocation. This area emphasizes the introducation of specific career possibilities in music, and music as a leisure time activity throughout a student's lifetime.

EXAMPLES OF DOCUMENTATION:

Curriculum Guide.

List of course offerings.

Staff training program.

QUESTIONS AND ANSWERS:

1. How can we approach evaluation and assessment in the arts? Evaluation in the arts need not be based on multiple choice questions or paper and pencil tests. However, the arts are not exempt from the demands placed on other disciplines; there is a clearly stated curriculum, systematic evaluation should occur to determine if student's attitudes, knowledge, and skills are affected by the curriculum.

Refer to the four evaluation selections of the *Iowa Guide to Curriculum Development in the Arts* for evaluation and assessment suggestions.

VISUAL ART

12.5(33i) Elementary program, grades 1-6. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; and making art.

12.5(4h) Junior high program, grades 7 and 8. Visual art instruction shall include perceiving, comprehending, and evaluating the visual world; viewing and understanding the visual arts; developing and communicating imaginative and inventive ideas; making art; and using visual arts as an avocation or vocation.

12.5(5g4) High school program, grades 9-12. Visual art instruction shall include developing concepts and values about natural and created enviroments; critiquing works of art; evaluating relationships between art and societies; analyzing, abstracting, and

synthesizing visual forms to express ideas; making art; and using visual art as an avocation or vocation.

COMMENT:

Art is a distinct body of knowledge, paralleling other disciplines which have existed through social history. Education in the visual arts must show both the personal and social nature of art, delineate the role of art in our history and in our future, and define art both as discipline with intellectual content and promote change and inventiveness as desirable attributes.

DEFINITION OF TERMS

Developing and communicating imaginative and inventive ideas. Development of a free way of thinking and a new method of visualization by experimenting and manipulating images, objects, and concepts to express personal ideas in visual forms; understanding and using visual language; and developing an awareness of problem solving as basic to the artistic design processes.

Imaginative ideas. The ability to synthesize, create, and elaborate on accepted and recognized knowledge, producing generated knowledge, and thinking that moves beyond accepted knowledge to the novel or original.

Making art. The practice of creating forms which explore, help understand, aid enjoyment, and give value to the artistic process.

Perceive, comprehend, and evaluate the visual world. Awakening to the visual characteristics of the natural world created by humans; developing concepts and values about natural and created environments; learning about and evaluating human made symbols.

Viewing and understanding the visual arts. The ability to look at and respond to works of art; awareness of styles of individual artists, particular movements and historical time periods.

EXAMPLES OF DOCUMENTATION:

Curriculum Guide.

List of course offerings.

Staff training program.

QUESTIONS AND ANSWERS:

1. How can we approach evaluation and assessment in the arts? Evaluation in the arts need not be based on multiple choice questions or paper and pencil tests. However, the arts are not exempt from the demands

placed on other disciplines; there is a clearly stated curriculum and systematic evaluation should occur to determine if student's attitudes, knowledge and skills are affected by the curriculum.

Refer to the four evaluation selections of the *Iowa Guide to Curriculum Developmet in the Arts* for evaluation and assessment suggestions.

FINE ARTS

12.5(5g) High school program, grades 9-12. (three units) Fine arts instruction shall include at least two of the following:

DANCE

12.5(5g1) High school program, grades 9-12. Dance instruction shall encompass developing basic movement skills; elementary movement concepts; study of dance forms and dance heritage; participating in dance; and evaluating dance as a creative art; and using dance as an avocation or vocation.

COMMENT:

An ideal dance curriculum should involve many kinds of dance and emphasize the developmental and integrating process of dance as a form of human behavior. Dance has a long and honorable history and inherits much from the past. While its study must profit from the increased scientific knowledge of physiological and psychological research of today, we must remember that dance is a very basic art form. A true dance education curriculum must be a hybrid of two parental lines: the art and the science of human movement, the physical and the aesthetic.

Dance, like the other arts, is a form of communication which has its particular elements. These elements of sound, movement, line, pattern, form, space, shape, rhythm, time and energy are combined in gestures and motions. The gestures and motions can assume a variety of forms from ethnic and folk dance, ballroom and tap dance to ballet and modern dance.
Each type of dance has its specific rules for how these elements are combined. There are varieties of accompanying music, costumes, shoes and props which help make each dance individual.

DEFINITION OF TERMS:

Dance as a creative art. Students can conceive movements through the elements of dance. As they create and recreate they refine their natural skills of perceptions and imagination. Learning how to choreograph a dance sharpens the power to visualize, to perceive, to be selective, to weave parts into wholes,

to use insight and to be conscious of form.

Dance as an avocation or vocation. The dance curriculum should motivate students with talent and interest toward career directions in dance and related areas.

Dance as basic movement skills. Dance is an art form which encourages pyschomotor development, physical fitness, and total wellness. Proficiency in dance technique requires coordination, flexibility, strength and endurance, but this is done on an individual and not a competitive basis. As a total wellness tool, dance can be a means of physical, emotional and aesthetic development, without the trauma of winning of losing, while developing each person's capacity to use the body effectively and efficiently.

Elementary movement concepts. An organized rhythmic movement of the body using the elements of sound, movement, line, pattern, form, space, shape, rhythm, time, and energy combined in gestures and motions to communicate thoughts, opinions and information.

EXAMPLES OF DOCUMENTATION:

Curriculum Guide

QUESTIONS AND ANSWERS:

None

FINE ARTS: MUSIC

12.5(5g2) See page 57

THEATRE

12.5(5g3) Theatre instruction shall encompass developing the internal and external resources used in the theatre process; creating theatre through artistic collaboration; relating theatre to its social context ; forming aesthetic judgments; using theatre as an avocation or vocation.

COMMENT:

Theatre education incorporates both curricular and extra curricular activities. Specific courses in theatre education may be offered as parts of the articulated arts curriculum. Theatre may be used as a teaching tool or motivational device in other content areas throughout the curriculum. The extension of theatre into extracurricular play productions provides direct application of theatre course skills.

DEFINITION OF TERMS:

Creating theatre through artistic collaboration. The following attitudes and knowledge areas should be covered: interpersonal/group skills, problem solving, improvisation, characterization, play making, play writing, directing, technical element, theatre management.

Developing the internal and external resources used in theatre process. The following skills, attitudes and knowledge areas should be covered: sensory perception and emotional response, imagination, movement, language, voice discipline and self concept.

To form aesthetic judgments. The following skills, attitudes and knowledge should be covered: dramatic elements, theatre and other arts, aesthetic response.

To relate theatre to its social content. The following skills, attitudes and knowledge should be covered: theatre and life, roles and careers, theatre heritage.

Using theatre as an avocation or vocation. This area emphasizes the introduction of specific career possibilities in the theatre arts and the theatre arts as a leisure time advantage.

EXAMPLES OF DOCUMENTATION:

Curriculum Guide.

List of course offerings

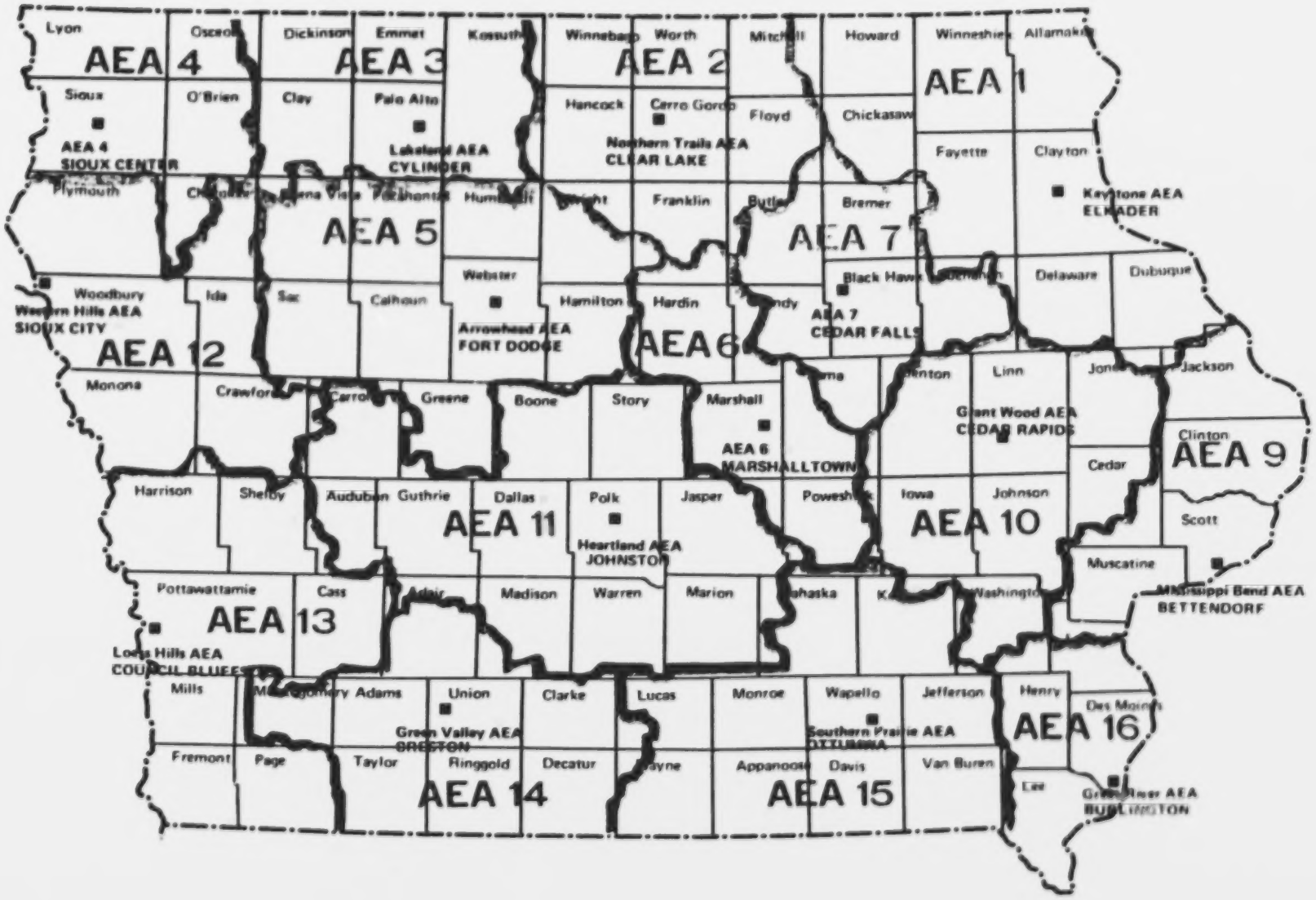
Staff training program.

QUESTIONS AND ANSWERS:

1. If we want to develop or improve our theatre program, what resources are available? The Department of Education's *Guide to Curriculum Development in the Arts* offers a planning framework for developing a K-12 theatre curriculum. Many of its activities are extremely compatible with areas in language arts and music. This guide also offers an excellent bibliography for additional information on theatre education.

Appendix C

Area Education Agencies



Appendix D

"Making Arts Education Basic" Writers

School Administrators of Iowa

Glen Connor
Ames Community School District
Northwood Elementary
601 28th St.
Ames, IA. 50010

Ken Steine
College Community School District
Prairie High School
401 76th Ave. SW
Cedar Rapids, IA. 52401

Rod Wilbeck
Maurie-Orange City Community Schools
615 Eighth St. SE
Orange City, IA. 51041

Arts Educators of Iowa

Lynda Black
1648 18th St. NW
Cedar Rapids, IA. 52405

Kimm Stastny
Davenport Community School District
1001 Harrison St.
Davenport, IA. 52803

Nan Mercier
3309 Tulane
Iowa City, IA. 52240

contributors:
Suzanne Runyan
Loren Reed
Diane C. Gregory
Lynda Black
Joline DeJong
Mary Jane Gill
Betty Winga
John M. Hicks
Cliff Coussens

Iowa Band Masters Association

Joe Christensen
Iowa State University
Department of Music
H714 Lyon
Ames, IA. 50010

Dan Anderson
North Scott High School
200 S. 1 St.
Eldridge, IA. 52748

Guy Blair
Pella High School
E212 University
Pella, IA. 50219

Keith Altemeier
Fort Dodge High School
819 N. 25th
Fort Dodge, IA. 50501

Ross Leeper
Robert Blue School
NW 2nd & Fort
Eagle Grove, IA. 50533

Gilbert Lettow
Mason City High School
Mason City, IA. 50401

Iowa Choral Directors Association

Ken Phillips
202-A Lakewood Village
Coralville, IA. 52241

Kent Hatteburg
2716 29th St. SW
Cedar Rapids, IA. 52404

Linda Jensen
3 Bunker Hill Square
Mason City, IA. 50401

Judy Svengalis
Des Moines Community School District
1800 Grand Ave.
Des Moines, IA. 50307

Iowa Music Educators Association

Dorothy McDonald
535 Olive St.
Iowa City, IA. 52240

Judy Svengalis
Des Moines Community School District
1800 Grand Ave.
Des Moines, IA. 50307

Jolene Nelson
804 2nd Ave. N
Mt. Vernon, IA. 52314

contributors:
Charles DCamp
Betty Debban
Vernon Haagsma
Paula Holcomb
Linda Jones
August E. Knoll
Phillip Miller
Judy Tabarel

Iowa Talented and Gifted Association

Mary Giese
Area Education Association 2
P.O. Box M
Clear Lake, IA. 50428

Miriam Kenning
Area Education Association 15
Southern Prairie
RR 5 Box 55
Ottuma, IA. 52501

Sal Miller
2509 Towne House Dr.
Cedar Radips, IA. 52402

Mark Shafer
201 W. Washington
Fairfield, IA. 52556

Iowa Association for Supervision and Curriculum Development

Jackie Pelz
420 SW School St.
Ankeny, IA. 50021

Iowa Orchestra Association

Cathy Haines
2008 Rochester Ave.
Iowa City, IA. 52240

Iowa Association of School Boards

Barbara Rasko
Indianola Community School District
1201 N. D St.
Indianola, IA. 50125

Dennis Carlson
CAL Community School District
Rt. 1
Hampton, IA. 50441

E. Anne Larson
505 5th Avenue
Des Moines, IA 50309

AEA Education Agencies

Mark Peterson
Area Education Association 13
Loess Hills
Box 119 RR 1
Council Bluffs, IA. 51502

Sandy McKinnon
Area Education Association 13
Box 119 RR 1
Council Bluffs, IA. 51502

Paula Thompson
Area Education Association 11
509 NW Chapel Dr.
Ankeny, IA.

Betty Atwood
6500 Corporate Dr.
Johnston, IA. 50131

Jane Neff
6500 Corporate Dr.
Johnston, IA. 50131

Iowa Communication Association

Jay Edelnant
University of Northern Iowa
Cedar Falls, IA. 50613

Larry Brandstetter
5 Robin Hill Lane
Red Oak, IA. 51566

contributors:
Mark Burnett
Lois Jecklin
Karen Tilton
John Gibson
Ken Butzler
Steve Story
Michael Peitz
Robert Schanke
Fran Hedeman
Randal Wright
Steve Palmquist
Kathy Oakland
Bruce Bunger
Bonnie Benesh

Very Special Arts Iowa

Susan Jensen
Grimes State Office Building
Des Moines, IA 50319

Concetta Morales
730 17th St. #14
Des Moines, IA. 50314

contributor:
Kim O'Meara

Outside Arts Resources

Betty Winga
Charles H. MacNider Museum
303 Second Street SE
Mason City, IA. 50401

contributors:
Michael A. Carey
Karla Goettel
Thomas Johnson
Jerilee M. Mace
Mary Oswald
Cheryl Ann Parker
Lynette Pohlman
Gladys Stubben
John W. Viars
David Williamson

American Institute of Architects

Barbara J. Schmidt
512 Walnut
Des Moines, IA. 50309

Music Therapy

Kate Gfeller
School of Music
University of Iowa
Iowa City, IA. 52242

Theater Education

Gretta Berghammer
Communication and Theater Arts Department
University of Northern Iowa
Cedar Falls, IA. 50613

Appendix E

OVERVIEW WRITERS

Music
Judy Svengalis
Des Moines Community School District
1800 Grand Ave.
Des Moines, IA. 50307

Theater
Bill Waack
University of Nothern Iowa
Cedar Falls, IA. 50614-0602

Dance
Janice Baker Haines
Iowa State University
2935 Grandview
Des Moines, IA. 50317

Art
Lynda Black
Cedar Rapids Community Schools
1648 18th St. NW
Cedar Rapids, IA. 52405

Outside Arts Resources
Betty Winga
Charles H. MacNider Museum
303 Second Street S.E.
Mason City, IA 50401

Convergence '89 Consortium

Our thanks to those participating:

Kathleen Almelien
Janice Baker Haines
Joyce Banaka
Carroll Bennink
Lynda Black
Guy Blair
Larry Brandstetter
Tom Clause
Glenn Connor
Cliff Coussens
Dennis Dake
Dennis L. Darling
David Darnell
Earle W. Dickinson
Jay Edelnant
John Fitzpatrick
Mary Giese
Robert Glocke
Ed Grafke
Jodie Butler Greenhoe
Natalie Hala
Sharon Hann
Janet Heinicke
Andy Helgason
John M. Hicks
Kathleen Hill
Sharon Jasa
Evelyn Jensen
Susan Jensen
Dwayne Johnson
Everett D. Johnson
Miriam Kenning
Henry Kester
Maryellen Knowles
Karen Kral
Christine Laue
Mark Lehmann
Peggy Leonardo
Dorothy McDonald
John Martin
Elsie Monthei
Concetta Morales
Phil Murrell
Kay North
Marck Nystrom
Mary K. Oswald
Cheryl Ann Parker
Mark Peterson
Kenneth H. Phillips
Barb Rasko
Laurie Sanda
Mary Beth Schroeder
Carmon Slater
Kimm Stastny
Victoria Summerson
John T. Sutton
Judith Svengalis
Annette Swann
Kay Swan
Paula Thompson
Bill Waack
Jill Watrous-Walsh
John L. Weinkein
Rod Wilbeck
Val Williams
David Williamson
Vernon Windsor
Betty Winga
Ed Wong
Marilyn Zurmuehlen

BUREAU OF INSTRUCTION
AND CURRICULUM
IOWA DEPARTMENT OF EDUCATION

GRIMES BUILDING
DES MOINES, IA 50319-0146

IOWA ARTS COUNCIL
IOWA DEPARTMENT OF EDUCATION
WORKING TOGETHER